

DEVOTED TO EDUCATION, ARTS AND SCIENCES, AND GENERAL LITERATURE.

Vol. I.—No 5.] ROCHESTER, N. Y., NOVEMBER, 1847. [P. E. DAY, Editor.

Literary Institutions.

For the Monthly Educator.

No. 2.—East Bloomfield Academy.

This flourishing institution is pleasantly situated in the quiet town of East Bloomfield, Ontario Co., N. Y. The following extract from the published catalogue of the last year, presents an outline of the policy adopted by those to whom the superintendence of the institution is entrusted :

"The general policy of this Academy differs in some respects from that of many literary institutions. The object of those who have the control of it, is not so much to secure a *large number* of students, as to make **GOOD SCHOLARS** of those who may resort to it for instruction. Accomodations are provided for one hundred and twenty students—the number now in attendance."

"Students enter this Academy on condition that they make education their *exclusive* business while members of the institution. Their evenings as well as the ordinary school hours, are sacredly devoted to study. Their moral and social habits are strictly guarded."

"The course of study embraces a thorough preparation for College—for a Theological, Medical, or Law School, or for commercial, mechanical, or agricultural pursuits."

"Great care has been exercised in the selection of philosophical, chemical, and astronomical apparatus. The library is not large, but it is well selected. None but valuable books are found in it—books that will make their readers wiser and better."

"Lectures are given on the Natural Sci-

ences, at such times as suit the convenience of the principal and the interests of the students. Experimental illustrations accompany the lectures."

"The government is that of authority founded upon reason, affection, and the Bible. A sense of moral obligation will at all times be regarded as the proper motive to diligence in study and correct deportment. A weekly record is kept of the punctuality, deportment, and scholarship of each student, and a report of the same registered in the principal's books, and at all times subject to the inspection of the parents or guardians."

"The Fall Term of this institution commences on the third Wednesday in August, and continues twelve weeks. The Winter Term commences on the second Wednesday in November, and continues twenty weeks. The Spring Term commences on the second Wednesday in April, and continues twelve weeks."

INSTRUCTORS.

STEPHEN W. CLARK, A. M., Principal.

MISS SOPHIA SPOFFORD, Preceptress.

ELISHA M. BRADLEY, Tutor in Mathematics.

MISS MARY J. BOSTWICK Teacher in the Primary Department.

MISS HARRIET E. RICE, (during the Winter Term,) Teacher in the Primary Department.

MISS JANE E. HAYES, Teacher of Music.

CLAUDIUS B. JEWELLE, Teacher of Drawing.

There were in attendance during the last year, one hundred and eighty students, viz : Gentlemen—80. Ladies—56. Primary—44.

[For a view of this institution, see next page.]

MONTHLY EDUCATOR

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VIEW OF EAST BLOOMFIELD ACADEMY.

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Educational Extracts.

Benefits of Education.

Prussia has been distinguished for her parental regard for common schools, and the degree of perfection to which she has brought them.

Good old Massachusetts, in 1647, only twenty-seven years after the landing of the *Jayflower* at Plymouth, enacted, "That learning might not be buried in the groves of their forefathers, that in every township containing fifty householders, one should be forthwith appointed to teach such children as should resort to him, to read and write, and that in any township containing one hundred householders, they should set up a grammar-school, to fit youth for the university." This was the germ, and text, and parent of legislation upon the all important subject of common schools, this side of the Atlantic.

Pennsylvania has been called the blind and slumbering giant, but it has awoke from its slumbers, and given legislative sanction and encouragement to the common school system.

In Pagan lands, men are vile without shame, and cruel without remorse. If from Pagan we pass to Christian countries, we shall find that those in which education is least prevalent, are precisely those in which there is most immorality, and the greatest indifference to the sufferings of sentient and animated beings. Spain, in which until recently there was but one newspaper, and in which not more than one in twenty of the people are instructed in schools, has a population about equal to that of England and Wales. What is the relative state of morals? In England and Wales the whole number of convictions for murder in one year (1826) was thirteen, and the number convicted of wounding with intent to kill was fourteen; while in Spain the number convicted during the same year for murder was twelve hundred and thirty-three, and for wounding and maiming with intent to kill was seventy-three.

From these facts one might readily guess the nature and character of Spanish pastimes.

"Thrice sounds the clarion: lo! the signal falls,
The den expands, and expectation mute
Gapes round the silent circle's peopled walls,
Bounds with one lashing spring, the mighty brute."

Bull-fights are their principal diversion; dames constitute the majority of the spectators, and gaze with transport unmingled with disgust or horror upon the tortured bull, the gored steed, and the unhorsed lacerated cavalier.

Our quiet citizens and fair countrywomen would shrink from such a spectacle! But it is in habit after all. Have we no habits and pastimes as barbarous as this? Are there not too many in every city, town, and village, here at home who although they would faint at the sight of a drop of human blood, can gaze with that composure, if not with that zest, upon the most awful of all human sacrifices—a murdered, mangled reputation? How many hecatombs of character, innocent as the victim immolated to appease a heathen god, have been offered up, sacrificed, flayed, drawn and quartered to appease the demon of gossip, of envy, of malice, of slander!

There are three sublime agents which have thus far conducted our country to unrivalled prosperity and power, the cross, the press, and the steam-engine. A fourth agent is wanting to complete the series, and that is, the universal adoption, development, and perpetuation of the common school system. [McClure's Address.

Our Common School System.

A striking feature of the system is its moral and religious character. Its morality is pure and elevated, its religion entirely removed from the narrowness of sectarian bigotry.—What parent is there loving his children and wishing to have them respected and happy, who would not desire that they should be educated under such a kind of moral and religious influence? Whether a believer in revelation or not, does he not know that without sound morals there can be no happiness, and that there is no morality like the morality of the New Testament? Does he not know that without religion the human heart can never be at rest, and there is no religion like the religion of the Bible? Every well-informed man knows that as a general fact, it is impossible to impress the obligations of morality with any efficiency on the heart of a child, or even on that of an adult without an appeal to some mode which is sustained by the authority of God; and for what code will it be possible to claim this authority if not for the code of the Bible?

But perhaps some will be ready to say the scheme is indeed a very excellent one provided only it were practicable, but the idea of introducing so extensive and complete a course of study into our common schools, is entirely visionary, and can never be realized. I answer that it is no theory which I have been exhibiting, but a matter of fact, a copy of actual practice.

The above system is no visionary scheme

emanating from the closet of a recluse, but a sketch of the course now actually pursued by thousands of schoolmasters in the best district schools that have ever been organized. It can be done, it is now done, and it ought to be done. If it can be done in Europe, I believe it can be done in the United States. If it can be done in Prussia, I know it can be done in New York. The people have but to say the word and provide the means, and the thing is accomplished; for the word of the people here is even more powerful than the word of the king there; and the means of the people here are altogether more abundant for such an object than the means of the sovereign there.

Shall this object then, so desirable in itself, so entirely practicable, so easily within our reach, fail of accomplishment? For the honor and welfare of our state, for the safety of the whole nation, I trust it will not fail; but that we shall soon witness in this common wealth the introduction of a system of common school instruction, fully adequate to all the wants of our population. [Extract from Prof. Stowe's Report on Prussian Schools.]

Educate the Poor.

Would you stay the current of vice, which like the mighty torrent is sweeping over our land? Would you depopulate our jails, penitentiaries, and almshouses? Would you quench the torch of the incendiary, arrest the footsteps of the midnight robber, and paralyze the uplifted arm that holds the glittering steel of the assassin? Would you secure to yourself the continuance of the calm and holy quiet of the sabbath, and hush the voice of blasphemy in the streets?—Educate the children of the poor. In short if you would secure to yourselves and to coming generations the blessings of liberty and good government, bring all the children and youth of our land under a system of mental and moral training, let the school house rise in every valley, and adorn every hill top, and let a murmuring of juvenile voices in the school room, like the "sound of many waters," come swelling from the vales of poverty, and from the halls of affluence; and in that sound will be recognized the evidence of social and national security against the inroads of vice.

Give them education, and its blessed effects will live as long as the world shall stand. Give them education, and eternity alone will develop its value. Let houses of learning be erected and teachers be employed, even if log huts be our places of abode, and homespun garments our attire. Gather up all the bright gems that glitter along the walks of common life. "Snatch as brands from the burning,"

the thousands who throng the downward road of vice, and the blessings of heaven will be upon you.

Let the "dark unfathomed caves of ocean" disclose its brilliant treasures, and let the flow-ers of fragrance and beauty which bloom out and "waste their sweetness on the desert air" be transplanted to the gardens of literature and science. Let the portals leading to the temple of learning, in this "land of the free and the home of the brave" be thrown wide open, so that all the sons and daughters of our land may enjoy the blessings of education in the same proportion to the blessings of freedom. Then shall our land take the foremost rank in intelligence and virtue as she now does in liberty, and her children shall be free indeed! [Baltimore Iris.]

Learning in Old Age.

"Never too late to learn" is the old adage; but this must be understood in a very limited sense, for instances daily occur in which favorable opportunities for learning are passed and lost forever. There are thousands of instances however in which people excuse themselves from learning even the most useful and agreeable arts and intelligence on the plea of being past the proper age for attending to these things. This plea is generally inexcusable, and partakes more of indolence than propriety, and many worthy examples may be referred to, in which old people have successfully studied and learned arts, sciences, and languages which had been neglected by them when young.

Socrates at an extreme old age learned to play on instruments of Music, for the purpose of counteracting the naturally gloomy effects of old age.

Cato at eighty years of age thought it proper to learn the Greek language.

Plutarch when between seventy and eighty commenced the study of Latin.

Boccaccio was thirty-five years old when he commenced the study of polite literature, yet he became one of the great masters of the Tuscan dialect, Dante and Petrarch being the two others.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquary and lawyer.

Colbert, the famous French minister, at sixty years of age returned to his Latin and law studies.

Dr. Johnson applied himself to the Dutch language but a few years before his death.

Ludovico Monaldesco at the great age of one hundred and fifteen wrote the memoirs of his own times—a singular exertion noticed by Voltaire, who was himself one of the most remarkable instances of the progress of age in new studies.

Ogilby the translator of Homer and Virgil was unacquainted with Latin and Greek till he was fifty.

Accorso a great lawyer being asked why he began the study of law so late, answered that he indeed began it late, but he should therefore master it the sooner.

Franklin did not fully commence his philosophical pursuits until he had reached his fiftieth year.

How many among us are there of thirty, forty, and fifty, who read nothing but newspapers, for the want of a taste for natural philosophy! But they are *too old to learn!*

Hints for Parents and Teachers.

In giving instruction to the young and ignorant take these rules:

1. A little at a time, and often repeated.
2. When you give a definition, let it be clear, lest you produce confusion.
3. Do not suppose your labor lost because you are not able to make your pupil understand every thing. "Wonder is broken knowledge." Most of our knowledge is of that kind.
4. Never teach a scholar that he is dull. If you do he will believe you after a while. There is great force in the words of our Savior, "Learn of me, for I am meek and lowly;" as if he had said, "I will not charge you with stupidity—I will teach you the same thing over and over again—I will be patient with you." Follow this example.
5. Invest your lessons with interest. Engage the cheerful attention. "Search out and set in order many proverbs," or striking modes of illustrating and enforcing truth.
6. Improve events and occasions. Things are often good only as they are seasonable.
7. Avoid a gloomy countenance and manner.
8. Yet beware of levity. A frivolous manner belongs to frivolous men and subjects. [American Messenger.

Love of Schools.

One can excel in nothing in which he does not delight. To go to school day after day as a drudgery, to spend four or five months in a certain house with thirty or forty children because you have so many shillings a day or dollars a week, is unprofitable for the district and for yourself. For while the

laborer has respect properly enough to "recompense of reward," he should be worthy of that reward by performing his work well, which he cannot do in the instruction of others, if it be irksome to him. No, if you have not reason to think you shall relish the employment as such, and do not regard it as promising the highest hope of usefulness to yourself and others also, it were better to chop wood or educate oxen or horses for their toils, or even to peddle light wares lugged about in a tin trunk; for the particular temper in which a log is cut in two will not prevent its burning well; or the temper in which a spool of thread is sold will not prevent its sewing well; but in the teaching of children the spirit of the instructor affects the child more than the lesson which he is taught.

Children must learn to love their school, and this they should learn of their teacher; but they can not have that of him which he does not possess, and hence if he does not love his work and feel a pleasure in it, the pupils will not love their work nor find their delight in it, and the result will of course be unhappy. A school instructor as well as a bishop should not only be apt to teach, but he should desire the office or love the work. Instead of this, I have known young men who said they had no predilection for it, and not only so, but who said they hated it, and yet took on themselves the slavery of going through with the forms. The district would be the gainer in paying such a man his wages before he begins, looking up the house, and keeping their children out of his way. [Rev. R. Tinker.

WELL SAID.—Lord Morpeth at the York Diocesan National Educational Society observed:

"I will not say a village school-master is a more important personage in the state than he who is peculiarly entrusted with the Prince of Wales, though I think he is; he is a far more important personage than the highest officer in the king's household. The material he has to deal with is *man*, and I think it would be rather harsh to venture to limit his range in capacities."

☞ Every school-house that is built, and every child that is educated, is an additional pledge of the perpetuity of our civil institutions.

☞ A patriot is known by the interest he takes in common schools.

☞ Those are the best instructors that teach in their lives, and prove their words by their actions.

Mr. Rich's Thirty-six Rules.

These rules are designed to aid in the education of children and youth, in the general concerns of good manners, christian morals, and worldly wisdom :

1. Never by any misconduct hurt the heart that loves you, or the kind and sacred feelings of a friend, especially those of a parent or other teacher. If you have any humanity or noble generous sentiment, surely you can not avoid the force of this rule.

2. Treat yourself—treat all other creatures, and treat your God, *as you should* ; for this is the sum of all true, and good, and *productive* civility, morality, and religion. For this purpose you should cultivate your sense of consistency, of propriety, of honor, and of right and wrong.

3. As all others have dear rights and interests, as well as yourself ; therefore treat them always as you would be treated. Hence you should show special kindness to the aged, the afflicted, the more feeble and delicate sex, to the unfortunate, and the oppressed. Cultivate much, and regulate well, your social nature.

4. Endeavor to make yourself worthy of all just confidence, *by never disappointing it*. Would you have the honor and privilege of being trusted, you must improve your faculties, your disposition, your habits, and judgment ; and with all carefully avoid negligence, unfaithfulness, and every occasion of suspicion. General and lasting suspicion however misapplied and unjust, and of course unfortunate, is in view of the world about half as bad for you in this life as conviction.

5. Be patient amidst afflictions and injuries ; forgive as you would be forgiven ; and return good for evil. This would raise you to the height of human excellence and glory. If you ever conquer any thing, let it be *yourself*. An envious, complaining, jealous, and revengeful person is both mean and miserable, and abhorred of both God and man. Therefore be a *peace-maker*, and you shall have peace.

6. If you would restore a maniac, tame a savage, or make a friend of a foe, then undertake this good work by the molifying influence of loving-kindness and Christian beneficence.

7. Be not so base and fraudulent as to desire the property of others, or unnecessarily to live on their earnings. Try to do in some way, quite as much for the world as that does for you. Never part with your honor and a good conscience for office, wealth, or pleasure.

8. In every place and condition, study to do good to others, as well as to yourself. Be generous as well as just. This would be wise, manly, and even Godlike.

9. Never sport with the natural and involuntary deficiencies or conditions of others ; nor with their feelings or comfort, their reputation or happiness. *For you well know* that this would be neither wise, honorable, or just.

10. Endeavor to make the world wiser, better, and happier for your being now once a little while in it, that it may have occasion to mourn when you leave it.

11. Make it an object to be something in the world, and something really good, useful, and lovely. In this way alone can you honor the dignity of your own nature, and in any measure make suitable returns for what has been done for you by both God and man.

12. The Most High is a being of order, and so should you be. Therefore cultivate much your sense of order, and exercise it in all your affairs ; especially in having a place for every article, and a time for every duty. Good order is not far from the border of virtue, worth, and honor.

13. Form good habits while young ; for a good habit is a very good thing, and a bad habit is a very bad thing. Some for their early-formed bad habits, have cursed their very existence, and destroyed their own miserable lives !

14. Be active and neat, prompt and punctual, careful and economical. This rule obeyed, would bring to you its blessings, *every day of your life*.

15. Beware of setting examples that you would be ashamed to have others follow ; or that would be injurious if followed. Be a good pattern among your kindred, associates, and neighbors, and even among the most enlightened, the most virtuous, and the most wise.

16. Never be governed in your feelings, opinions, or conduct, by whim or fancy, prejudice or passion, improper inclination or influence ; but by what is true, right, and best. Some, by following this rule, have been exalted upon the judge's seat ; others, by its neglect, upon the gallows !

17. Decide no important matters in times of your high excitement ; at least do not then proceed to execute such decisions ; for hasty and rash judgments, and sudden action thereupon, often produce long and bitter repentance, and sometimes, even desperation and self-murder ! One wise man said to his naughty boy, " I would punish you if I were not angry with you."

[To be continued.]

Amusing Miscellany.

Extempore Eloquence.

Sir Richard Steele had constructed a very elegant theater in his house, for the recitation of favorite passages from various authors, and wishing to ascertain whether it was as well calculated to gratify the ear as the eye, desired the carpenter who had completed the work to ascend a pulpit placed at one end of the building, and speak a few sentences. The carpenter obeyed, and when mounted found himself utterly at a loss for the matter of his harangue.

Sir Richard begged that he would pronounce whatever first came to mind. Thus encouraged the new orator began, and looking steadfastly on the Knight, in a voice like thunder, exclaimed: "Sir Richard Steele, here have I and these men been doing your work for three months, and never seen the color of your money—when are you to pay us? I can not pay my journeymen without money, and money I must have."

Sir Richard replied that he was in raptures with the eloquence, but by no means admired the subject.

OCULAR DEMONSTRATION.—A person who religiously adhered to the old opinion that the sun went round the earth, was opposed by a *bon vivant*, who observed that when his cook roasted a partridge, the bird turned round on the spit, and not the fire round the bird. His conclusions being still questioned, he observed, "but you will not deny the old proverb, *in vino veritas*—there is truth in wine!"

"No," said the other.

"Why, then," replied the *bon vivant*, "I have ocular demonstration on my side; for when I have drank plenty of wine, I can see the earth turn round!"

A HARD HIT.—"If I were so unlucky," said an officer, "as to have a stupid son, I would certainly make him a parson."

A clergyman who was in the company, calmly replied, "You think very differently, sir, from your father."

FRANCO-ENGLISH.—A French gentleman, rescued from a ducking in the Thames and taken to an adjacent tavern, was advised to drink a tumbler of very hot brandy and water, and thus addressed the waiter who was mixing it: "Sir, I shall thank you not to make it a *fortnight*." "A fortnight!" replied the bar-tender, "hadn't you better take it di-

rectly?" "Oh, yes," said monsieur, "directly, to be sure, but not a fortnight—not too week!"

REWARDS OF MERIT.—"Sam," said one little urchin to another, "Sam," does your master give you any rewards of merit?"

"I s'pose he does," was the rejoinder, "he gives me a licking regularly every day, and says I merits two!"

CHARLES II.—It is said that Charles II, hearing the celebrated Nossius, a free thinker, repeating some incredible stories of the Chinese, turning to those about him, remarked: "This learned divine is a very strange man—he believes every thing but the Bible.

CONCEIT.—Aristotle, seeing a youth very conceited, and withal ignorant, "young man," said he, "I wish I were what you think yourself, and my enemies what you are."

PASSION.—Plato, speaking of passionate persons says, "they are like men who stand on their heads—they see all things the wrong way."

From the Western Argus.

The Union School Bell.

What sound steals so sweet on the still air of morning,

With full gushing music entrancing the ear?

'Tis the sound of the Union School Bell, informing

Each student the hour of assembling is near.

Around that old bell what endearments are clinging,

When moved far away, fond remembrance will tell;

When morning glides on and we hear not its ringing,

Then how oft' we'll regret the Union School Bell.

When far we are driven o'er life's stormy ocean,

And age points us on the cold chilly grave,
Still then will we think with regretful emotion
Of the calm gentle pleasures this union school gave.

Oh! might we e'er bask in the sunshine of childhood,

Or linger through life on the bright plains of youth,

As free as the zephyr that leaps through the wildwood.

Unknowning the world save its 'semblance of truth.

The Monthly Educator.

To Correspondents.

T. R. H. says we may either publish his article, return it to him, or burn it, "whichever we choose." As we "choose" not to publish it, we will either burn it, or return it to him—*whichever he chooses*.

A communication entitled "Education of Females," is respectfully declined. The article is not worthy of such a subject.

The following communications are on file for insertion: "The Choice of Books," "Go to the Ant."

Our School Officers.

In the recent changes that have been made in regard to the supervision of schools, it is gratifying to learn that most if not all of those who have received the appointment to the office of County Superintendent, in this vicinity, are practical teachers. Whatever differences of opinion may exist among individuals in relation to the expediency of this system of school supervision, it will readily be conceded by all that while it is recognized by our laws, the selection of officers should be made from among those whom experience has rendered familiar with the wants and present condition of our common schools. It is not enough that those to whom the educational interests of our country are committed, have at some remote period of their lives been engaged in "school-keeping;" they must be thoroughly acquainted with the more recent improvements in regard to our common school policy. There are many individuals we might name, who fifteen or twenty years ago were considered most excellent instructors, but who having received the appointment of Town or County Superintendent, have proved themselves utterly unqualified for the proper discharge of the duties of their office. The truth is, their ideas of perfection in regard to the qualifications of teachers, are associated with the standard required at some period of time in the dim vista of the past.

Instances have occurred in which teachers instead of being questioned upon the elements of the English language as elucidated in Town's Analysis or McElligott's Manual, have been refused a certificate because forsooth they were unable to repeat "the fore part of the spelling book." Instead of an examination upon the principles of analysis, cancelation, and many of the recent im-

provements in the manner of teaching arithmetic, the examiner selects some favorite fox-and-greyhound sum from old Daboll, and if the teacher can obtain the "right answer" to this question, no other standard of qualification is required—inasmuch as a solution of the "hardest sum in the book" has been obtained, it follows as a matter of course that all others can be readily performed. And in his estimation, for the candidate to be able to read in any part of the English Reader, and repeat all the "coarse print" in Murray's Grammar, constitutes the maximum of literary excellence.

We believe that most of the injudicious appointments and elections that have heretofore been made, have resulted from the ignorance of those to whom this power is entrusted, rather any design to impose unsuitable persons on the community. We trust however that more circumspection will hereafter be exercised in the selection of school-officers, as well by the Board of Supervisors as by the several independent electors at their annual town meetings.

County Superintendents.

MONROE CO.—HENRY H. GOFF, of Chili, has been appointed to the office of County Superintendent of schools for the western section of Monroe County, in the place of J. A. Perkins whose term of office has expired. Mr. Goff is a practical teacher of eminent qualifications, and all who know him will agree with us that the supervision of schools could not have been entrusted to a person better qualified to discharge the duties of the office.

ONTARIO CO.—DANIEL B. ROSS, of Canadice, has been appointed Superintendent of Common Schools, for the county of Ontario. Mr. Ross is a thorough, practical teacher, and will do credit to the cause of education in that county. He was graduate of the State Normal School in the fall of 1846, on which occasion he delivered the valedictory address before the members of that institution, and has since been engaged in the duties of his profession. We trust the cause of common school education will receive an additional impulse through the instrumentality of his labors. We understand that A. Beebe, Esq., who has so ably discharged the duties of County Superintendent during the last two years, was not a candidate for re-election.

YATES CO.—J. BLOOMINGDALE of Penn Yan, a teacher of high qualifications has been appointed County Superintendent by the Board of Supervisors in Yates Co.

American Biography.

For the Monthly Educator.

NO. 6.—JOSIAH BARTLETT.

BY THE EDITOR.

Josiah Bartlett, son of Stephen Bartlett, was born at Amesbury, Mass., in the year 1729. He commenced the study of medicine in 1745, and at the age of twenty-one was admitted to the practice of his profession in Kingston, N. H. In the fall of 1765, Mr. Bartlett was chosen a representative to the legislature of New Hampshire. In 1774, he was elected delegate to the Continental Congress, but was obliged to decline the honor on account of the recent loss of his house by fire.

The next year he was again elected delegate to the same body, and accepted the office. A few months previous to his election, Gov. Wentworth deprived him of the command of a regiment of militia on account of his adherence to the republican cause. Dr. Bartlett was the first to whom the question was put concerning the vote of the Declaration of Independence, and his answer was unhesitatingly in the affirmative. He performed the duties devolving upon him while a member of Congress with commendable zeal and faithfulness.

In 1775, he entered the army as a physician, and in that capacity accompanied Gen. Stark to Bennington. At the close of the American revolution, he was appointed to the office of judge of the lower courts, which station he held until the year 1788, when he was elevated to that of chief-justice of New Hampshire. In 1790, he became president of New Hampshire, and in 1793 he was elected the first governor of that state under the new constitution.

In the year 1794, Dr. Bartlett retired from the office of governor, the duties of which he had so ably discharged. He was soon after attacked with a paralytic affection which terminated his existence on the nineteenth of May 1795, in the 66th year of his age.

For the Monthly Educator.

No. 7.—JOHN BROOKS.

BY THE EDITOR.

John Brooks, son of Capt. Caleb Brooks, was born at Medford, Mass., in the year 1752. He early commenced the study of medicine in his native town, and while thus engaged evinced a strong predilection for military tactics. He began the practice of medicine at Reading soon

after the completion of his studies. Being warmly attached to the cause of liberty, at the first dawn of the American revolution, he was appointed to the command of a company of minute-men, which had an opportunity of testing their skill on the return of the British detachment from Lexington.

Col. Brooks was present at the capture of Burgoyne and his army at Saratoga, and in the engagement preceding, he led on his regiment with which the intrenchments of the German troops were carried. He was also present at the battle of Monmouth, being acting adjutant-general during that engagement. Although quite young at the period of the American revolution, he evinced a knowledge of military science that would have reflected credit upon a many a veteran officer.

At the close of the war, Col. Brooks returned to Medford, and commenced the practice of his profession. Having received the appointment of major-general of the militia for the district in which he resided, he established an excellent discipline among his troops. At the commencement of the war of 1812, he was appointed by Governor Strong adjutant-general of Massachusetts.

In the fall of 1816 Gen. Brooks was chosen chief magistrate of his native state, and for seven years subsequent, was annually re-elected to that elevated station—after which he retired to private life, and spent the remainder of his days in Medford, his native town. He died March 1st, 1825, in the seventy-third year of his age.

ANECDOTE OF COL. BROOKS.

An incident is related of Col. Brooks which at once shows his regard for Washington and the just estimation in which his character was held by the commander-in-chief. During one period of the revolution, a partial disaffection prevailed among the troops, and a conspiracy was formed against Gen. Washington by several of the American officers. The commander-in-chief being in the camp, immediately proceeded to take such measures as would repress the spirit of insurrection.

Riding up to Brooks, he desired him to keep his officers within quarters, to prevent them from attending the insurgents' meeting. "Sir," replied Brooks, "I have anticipated your wishes, and my orders are given." Gen. Washington taking him by the hand said, "Col. Brooks, this is just what I expected from you."

Communications.

For the Monthly Educator.

Spelling, &c.—No. 1.

BY J. L. H.

I have frequently been led to ask myself why the task of learning to spell, should be considered so much more laborious and difficult now, than it was thirty or forty years ago. Almost every school report that falls in my way, contains something on the subject of spelling—either in the shape of an enquiry, a suggestion, or a new plan or method of teaching it—and yet I do not find that success is any more certain than formerly, or that the object is any more easily gained. In short, I do not perceive that the youth of the present day excel in spelling any more than they did thirty years ago. Nay, I verily believe that were a comparison made, it would be found that the number of those who are deficient in the art of spelling, is greater now than formerly.

And why is this so? I answer: either less importance is now attached to the subject by parents and educators, or that teachers and scholars have more to do than formerly. The first supposition is I think wholly inadmissible. All the facts war against it. It follows then that the reason is to be sought in the increased labors of the teacher or the scholar, or both. Let us look at the subject. Formerly the spelling-book was the first that was put into the hands of children, and the last to be laid aside; and whatever other books they might use, this always held a prominent place among them.

The number of studies required to be pursued was much less formerly than at present, and more time could therefore be devoted to their prosecution. Other branches were deferred until the student had made considerable proficiency in reading and spelling. Now, he must have his "Elementary Arithmetic," his "Primary Geography," or his "First Lessons in Philosophy," before he can either read or spell with any degree of fluency. And these studies are not used to fill up the vacancy between his spelling and reading lessons, but they are made to occupy the greatest portion of his time. Formerly children were required to read from four to six times in a day; now they seldom read more than twice, and frequently but once—the rest of their time being occupied with other studies; and the teacher being so much engaged in hearing other lessons, finds but little time to devote to reading and spelling. This then accounts for the great deficiency

so often met with in regard to these most important branches of education. It matters not whether all the members of the school, pursue these studies or not, the teacher's time is taken up with them, and those who do not pursue them, fare no better than those that do.

We therefore conclude that the introduction of these higher branches in their elementary form into our common schools, is not generally advantageous to them:

First, From the fact that they prevent proper attention to reading and spelling.

Second, Because from the manner in which these studies are generally pursued, they are of little use even to those who study them. (I make Intellectual Arithmetic an exception to these remarks.)

From my own observation and the statements of others, I judge that it is the practice of many teachers to give a lessen, and at the appointed time hear the recitation without a word of comment or explanation. Such a course is neither interesting nor profitable; especially when we recollect that even "elementary" works "designed for children," are not unfrequently written in a style which children of a larger growth, and even some teachers do not readily comprehend. Hence a *third* reason why these studies are not profitable for children, viz: the language is not generally adapted to their capacity. The thought is simplified, but not always the language.

Fourth, Some of these works contain errors and inappropriate illustrations which children themselves detect as soon as they have been intelligently instructed on the subject.

Fifth, Many teachers from want of time, disposition, or some other cause, neglect the due preparation necessary to the subject interesting and profitable to the young learner.

For the Monthly Educator.

Reminiscences of Mudville.—No. 2.

BY A SCHOOLMASTER.

My introduction as teacher to the inhabitants of Mudville, was not calculated to awaken very strong anticipations of pleasure in the prospect of passing a winter among them. Having said thus much of the parents, what shall I say of the school; or how shall I describe the impressions produced on my mind from a first week's association with the "young ideas?" The *denizens* of Mudville were mostly of the poorer class; and as is usual the absence of this world's goods was made up by an inordinate supply of children.

The forty pupils with which I had commenced soon swelled to twice that number; and such a heterogeneous mass I trow was never before collected in a school-room. The squalidness of extreme poverty contrasted strangely with the tidiness of the better class, (reader, Mudville has a better class,) and the dull visage of ignorance gave a brighter glow to the few sparkling eyes that occasionally met my own. I would not speak disparagingly of the poor, for God knows they have enough to contend with; but I confess I can discover no reason why filth should be a necessary concomitant of poverty—why the impurity of air in a school-room attendant upon the collection of a large number, be they never so neat, should be augmented by the foul exhalations of unwashed children.

Scores of children were sent to me, whose heads appeared to hold both brush and comb in sovereign contempt, the original color of whose skin it would be hard to determine, and whose physiognomy too plainly showed that the philosophy and application of soap-making had not found its way into the economy of their parents; this too in a place where a living stream coursed through its very midst, and which could in many instances be reached from the thresh-holds of their houses.

The beautiful theory of the poet that "order is Heaven's first law," and the practical corollary to be drawn therefrom, found no counterpart in the creed or at least the practice of the good people of Mudville. Bearing this in mind, it will require no great effort of the imagination to picture the confusion which must exist where some fourscore of youthful devotees of *liberty* are congregated—in the absence of a powerful restraining influence. In all my experience in school-teaching, and it has not been small, I never before entered upon so disheartening a task as now appeared in store for me.

From the aspect of the scholars, with a few honorable exceptions, one would think they had never learned the alphabet of obedience; yet I knew that some of my predecessors had labored assiduously to bring order out of confusion, but their efforts received the frowns of many of their patrons, and they yielded the contest in despair. The principles of *modern philanthropy* had found their way into this secluded valley, and the rod had many enemies. The philanthropists of Mudville however were divided in sentiment concerning the question of corporeal punishment. Some there were, I might say many, who thought its infliction proper, nay commendable when appli-

ed to the offspring of others, but if a teacher deemed it necessary to castigate their children, they were sensibly shocked with the barbarity of the practice. Others were the genuine advocates of moral suasion to its fullest extent, while a *few* were disposed to assist the teacher in maintaining order at all hazards.

The close of my first week in Mudville found me as homesick a person as a mortal could well be. Jaded in body and harassed in mind by the toil and perplexities of the school-room, night after night had I sought my boarding place, but alas! only to make an exchange of torments.—Fearing to be impolite, my hostess never left me a moment to entertain myself, but kept up an incessant chattering in my hearing. The first evening's experience was but a prelude of what was to follow. Reading was out of the question, and I could only submit patiently to my fate, rejoicing when the demands of sleep would scatter the family to rest. Scandal was the prevailing topic. Not a family in the neighborhood escaped castigation from that woman's tongue. The private history of my patrons was served up with a great relish, and had I believed half she said of them, I should certainly have concluded that I had passed the confines of civilization.

At length becoming weary of this wholesale denunciation, I ventured to suggest that it was highly improper for me, a teacher, to listen to such reports concerning my patrons, as I was to board among them; and that if I believed the stories, it would prejudice me against them, and thus render our intercourse very unpleasant, and that if I disbelieved them, she could have no object in repeating them. My remonstrance obtained a brief respite.

As if to increase my despondency, the weekly post brought me an invitation to take charge of a school in one of the most delightful villages of a neighboring county, with an offer of a much better remuneration than I was to receive at Mudville. After considerable reflection, I determined to go at once to the trustees, and if possible obtain a release. The thought of delving in Mudville when I could do so much better elsewhere, was insupportable; and I accordingly hastened to put my new project into execution, with what success the reader will be informed in the next number.

MAXIMS.—A place for every thing and every thing in its place.

A time for every thing and every thing at its proper time.

Literary Review.

SCHOOL WRITING BOOKS. Adapted to a set of Chirographic Charts and Key. By L. S. Fulton, Teacher of Penmanship. New York: A. S. Barnes & Co.

KEY TO FULTON'S CHIROGRAPHIC CHARTS. By L. S. Fulton. New York: A. S. Barnes & Co.

We believe that Mr. Fulton is the first author who has attempted to teach the art of penmanship *by rule*. Heretofore, *imitation* has been almost the sole principle used to direct the student in acquiring a knowledge of chirography, and as every teacher has a system peculiar to himself, no uniform plan of instruction could be successfully introduced into our common schools. Mr. Fulton has rendered an essential service to the cause of education, in perfecting a system which does not, at every change of teacher, require a variation in the hand-writing of the pupil. One advantage which must result to the teacher from the use of these charts, is the great amount of time and labor that will be saved thereby—the old method of writing separate copies for each scholar being entirely dispensed with. We feel confident that teachers and parents who will take time to examine this system of penmanship must be convinced of its superiority over all others.

For sale at E. Darrow's.

COMSTOCK'S PHONETIC MAGAZINE. Philadelphia, published monthly by A. Comstock, M. D., No. 100, Mulberry St. \$1.00 per annum.

THE NEW TESTAMENT. Printed in Comstock's Perfect Alphabet; and published in Numbers. Philadelphia: A. Comstock, M. D.

The necessity of a reform in regard to the printed and written characters which constitute the elements of the English language, has been repeatedly urged by some of our most eminent authors. There have been advocates of phonotypic spelling in almost every age and in every country where the English language has prevailed. All schemes however have been heretofore regarded as the production of a distorted imagination, and fit to be advocated only by the fanciful and visionary. Thus the simple method of spelling proposed by Franklin, the rejection of silent letters recommended by Noah Webster, and the various plans that have been advocated by other friends of reform, have been rejected by the public, and finally abandoned by the authors themselves as impracticable. During the present age however there has been a change in the sentiment of the people respecting this subject—the public being now willing to examine and inves-

tigate for themselves. We have given below the reformed alphabet as invented and advocated by Dr. Comstock; also an article on TIME, in phonotypic characters, from Comstock's Magazine:

A Perfect Alphabet of the English Language,

BY ANDREW COMSTOCK, M.D.

In the following Table there is a character for each of the 36 elementary sounds of the English Language. For the sake of brevity, there are also 6 compound letters, each to be used, in particular instances, to represent two elementary sounds.

THE 38 SIMPLE LETTERS.																	
15 Vowels.				14 Subvowels.				9 Aspirates.									
E e	ale	B b	bow	P p	pit												
A a	arm	D d	day	T t	tin												
O o	all	J j	azure	Q q	shade												
Ä ä	an	G g	gay	K k	kite												
X x	eve	Z z	zone	S s	sin												
Es	end	V v	vile	F f	fame												
I i	ile	Ä ä	then	Ö ö	thin												
Ä ä	in	L l	light	H h	hut												
Ö ö	old	R r	roll	Q q	what												
Y y	lose	M m	met														
O o	on	N n	no														
U u	tube	W w	song														
U u	up	W w	wo														
U u	full	Y y	yoke														
Φ φ	out																
THE 6 COMPOUND LETTERS.																	
Ä ä	oil	D d	job	C c	etch												
Ö ö	air	G g	tugs	X x	oaks												

TIME

(W. A. VAN VRAIJKEN.)

Mi silent and mixtrius flit
Rivlx' xē mōrn ðe glōrius lit
Äat gldz ðe pā'siŋ yŋr;
I nē'vur stop tŝ rest mi wŋŋ:
Traum'fant on ðe blast' I sprŋŋ—
Mi plē'miŋ, dark and sŝr.

On'wurd I spŝd mi flit sublim';
Bŝfōr mx wŝ'ŝurŝ man'hud'z prim,
Qil pŝlur, ðōm, and tōr,
And mŝ'sŝ pilz, and tēmplz grand,
Li kruct bŝnŝð, mi i'urn nand—
Rŝzist'les ŝz mi pŝr.

Rŝmōrs'les bō'stur, hōld'! | ði wŋŋ
Me swŝp ŝsid' urð's mi'tŝst ðŝŝz,
Mŝr kŝŝ'ŝlŝŝ ov ŝn qŝ:
Äŝ kanst not rŝð ðe hēvnlŝ blŝm,
Sŝlŝ's'ŝal tŝnts, and rŝð purfŝm,
Ov Vur'ŝŝ'z luvlŝ flŝr.

Notices.

Monroe County Institute.

A Teachers' Institute for the western section of Monroe County commenced its session at Spencerport, on Monday, September twenty seventh, under the supervision of J. A. Perkins, County Superintendent, assisted by S. P. Barker and J. C. Tooker, of Brockport. The number in attendance was much smaller than could have been desired, and the exercises so far as we can learn, devoid of that interest which should characterize institutions of this nature. It can never be expected that the cause of common school education will result in any permanent benefit to the country, while under the supervision of those who manifest a seeming indifference toward the subject over they are called to preside.

Wayne County Institute.

The Teachers' Institute for Wayne County commenced its session on the fourth ult., under the supervision of James Redfield, County Superintendent, Prof. N. Brittan, Principal of Lyons Union School, and J. T. Mackenzie, Town Superintendent of Lyons. Miss Elizabeth C. Hance, teacher in the Normal School at Albany, conducted the exercises in reading and map-drawing. Mr. L. S. Fulton, author of Chirographic Charts &c., gave instruction in his system of Penmanship. Mr. C. Morey of Macedon, gave daily lessons in Comstock's Phonography. Mr. A. S. Todd of Sodus, led the exercises in singing. Wm. M. Stewart, of the Lyons Union School, E. D. Granger, Town Superintendent of Sodus, Miss Edna Lapham, Miss Amy Mott, and Miss Sarah Durfee, graduates of the Normal School, were also present and assisted in conducting the various exercises of the institute.

Addresses were delivered by J. C. Smith of Lyons, Prof. S. R. Sweet of Saratoga, and Rev. I. Ingraham of Lyons. Mr. J. S. Denman of New York also was present, and added much to the interest of the institute by his familiar illustrations in teaching grammar, arithmetic, &c. Dr. C. Cutter delivered two interesting lectures on the subject of Physiology. Prof. D. P. Page, principal of the State Normal School, was present during a part of the session, and by his practical suggestions on the several subjects connected with the teachers' profession, contributed much to the interest of the meeting.

The institute adjourned on Saturday the 16th ult., after a session of about two weeks.

Yates County Institute.

The Teachers' Institute for Yates County was opened on the eleventh ult., at the court house in Penn Yan. It continued in session about two weeks; and was chiefly under the direction of Mr. B. F. Cook, graduate of the Normal School, and J. Bloomingdale, the present County Superintendent. The attendance was not as full as it has been at some of the previous sessions of the institute in this county. This was partly owing to the limited circulation of notices among teachers, and partly to the vacancy of the office of Co. Superintendent during the few weeks preceding the institute.

Addresses were delivered by Rev. Mr. Goodwin of Penn Yan, Prof. Sweet of Saratoga, Mr. Wheeler, formerly County Superintendent, and W. C. Parsons Esq. of Penn Yan.

Ontario County Institute.

The Ontario County Teachers' Institute commenced its session on the 18th, ult., at the court house in Canandaigua, under the superintendence of A. Beebe, Ex-County Superintendent. Messrs. C. H. Berry and M. Peck, of Canandaigua, were chosen secretaries. Mr. A. R. Simmons of Bristol, conducted the exercises in English Grammar. Mr. M. Finley of Canandaigua, gave instruction in reading. Mr. C. Morey of Macedon, gave a series of lessons in Comstock's Phonetics, accompanied by exercises in gesture, elocution, &c. Mr. L. S. Fulton of Lyons, presented an outline of his system of teaching penmanship. Prof. S. R. Sweet of Saratoga and Mr. J. S. Denman of New York were also present during a portion of the time, and assisted in conducting the various exercises of the institute. The exercises in mental arithmetic were conducted by William Orton of Seneca, graduate of the State Normal School.

Prof. H. Howe, Principal of the Canandaigua Academy, gave an excellent practical lecture on the several objects which should command the attention of teachers in the discharge of the duties of their profession. Prof. S. W. Clark, Principal of E. Bloomfield Academy, made some remarks illustrating his system of English Grammar. Mr. Daniel B. Ross, the present County Superintendent, delivered an able address before the members of the institute. Prof. Cutcheon gave several interesting and instructive lectures on the subject of Physiology.

Two papers were prepared under the direction the members of the institute, and read near the close of the session.

Genesee County Institute.

The Teachers' Institute for Genesee County commenced its session on the fourth ult., at Batavia, under the supervision of Prof. D. G. Eaton, Teacher in the Normal School at Albany. Several interesting lectures were delivered before the members of the institute, by residents of the village. There were about sixty teachers present, a respectable portion of whom were females. A vote of thanks was presented to Prof. Eaton for the able and happy manner in which he conducted the exercises; also to D. E. Walker Esq., for his generosity in gratuitously furnishing the use of a room; and to the clergymen, lecturers, and friends of education who assisted at the institute. The institute was closed on Friday the 15th ult., after a successful session of two weeks.

Agents for the Educator.

The following persons have been appointed agents to receive subscriptions for the Monthly Educator; and all payments made to them will be duly acknowledged by us:

Mr. DANIEL B. ROSS, of Canadice, agent for the western part of Ontario Co.

Mr. A. B. MILLER, of Dansville, agent for the southern part of Livingston Co.

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Just issued, **SANDERS' YOUNG GRAMMARIAN.** Price—14 shillings per dozen. Retail—184 each. The first edition is sold. The second edition will be out in a few days.

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[no1

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Rochester, May, 1847.

PROSPECTUS

OF

THE MONTHLY EDUCATOR.

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This Magazine is especially designed for Families and Schools, and will be devoted to Education, the Arts and Sciences, American Biography, Anecdotes, History, Interesting Narratives, Poetry, Reviews, and General Literature.

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For the Monthly Educator.

Words by JUNTUS.

SCHOLAR'S EVENING SONG.

Music by C. E. C.

Allegretto.

Good night, good night, we part, . . . Our dai - ly task is o'er. . . . With

cheerful voice and heart, . . We leave the school-room door. . . We leave the school-room

Closing Coda.

door. . . Good night, good night, good night, good night.

No angry thoughts should mar
The pleasures of this hour;
For it is better far,
To own affections power.


What though Scientia's hill
Be difficult and steep—
The purest fountains trill
Their treasures at her feet.

Graced is the path with flowers,
That leads to learning's seat;
In her sequestered bowers,
Brave hearts alone can meet.

Then if our tasks be hard,
We'll strive with greater zeal,
Assured that our reward
Shall be a higher weal.

Good night, good night, we part, .
Our daily task is o'er;
With cheerful voice and heart,
We leave the school-room door.

Mount Morris, September, 1847.

W. HEUGHES, BOOK AND JOB PRINTER,
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